



**2018-2019 Principal Preparation Grant Program**  
**Application Due 5:00 p.m. CT, March 13, 2018**

Texas Education Agency

NOGA ID

Three copies of the application are required to be submitted. One copy **MUST** bear the original signature of a person authorized to bind the applicant to a contractual agreement. All three copies must be received no later than the above-listed application due date and time at this address:

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**Grant Information**

Grant Period **04/13/2018** to **06/30/2019**

Program Authority **P.L. 114-95, ESSA, Title II, Part A**

☐ Pre-award costs are permitted.

☒ Pre-award costs are not permitted.

**Required Attachments**

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed.

The following four attachments, listed in the program guidelines:

1. IHE/EPP scope and sequence
2. IHE/EPP instructional coaching protocols
3. IHE/EPP course syllabus
4. IHE/EPP evaluation process and metrics

**Applicant Information**

Name **Presidio ISD** CDN or Vendor ID **189902** ESC # **18** Campus #  DUNS # **044111102**

Address **701 E. Market St.** City **Presidio** ZIP **79845** Phone **432.229.3275**

Primary Contact **Dr. Laura Portillo** Email **lportillo@presidio-isd.net**

Secondary Contact **Dennis McEntire** Email **dmcentire@presidio-isd.net**

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations. I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable:

- ☒ Grant application, guidelines, and instructions
- ☒ General Provisions and Assurances and any application-specific provisions and assurances
- ☒ Debarment and Suspension Certification
- ☒ Lobbying Certification

Authorized Official Name/Title **Dennis McEntire, Superinten** Signature  Date **03/08/2018**

Grant Writer Name **Susan Forthman** Signature  Date **03/08/2018**

☐ Grant writer is an employee of the applicant organization.

☒ Grant writer is not an employee of the applicant organization.

**701-18-105-072**

RFA # **701-18-105** SAS # **276-18**

**2018-2019 Principal Preparation Grant Program**

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**Shared Services Arrangements**

- ☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**  
 The organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter  
☐ into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.  
☐ SSAs are not permitted for this grant.

**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

| Quantifiable Need   | Plan for Addressing Need  |
|---|---|
| Increase the percent of principal and assistant principal positions in Presidio ISD filled by certified, full-time administrators to 100%.                        | Grant funds will support 10 principal residents in Presidio ISD to successfully complete their master's degree and principal certification by the end of the 2018-2019 school year. Currently, Presidio has a daily-contracted high school principal and an intern serving as a vice-principal while completing his degree. |
| Increase the number of employees in Presidio ISD with a principal certification by 10 to create a pool for current and future principal/asst. principal openings. | Grant funds will support 10 principal residents in Presidio ISD to complete their master's degree and principal certification by the end of the 2018-2019 school year. Currently, there are no employees in Presidio ISD who hold a principal's certificate except those currently in school administration positions.      |
| Increase the number of high-quality applicants for principal/assistant principal positions in Presidio ISD to least 3 per open position.                          | The 10 principal residents that will be supported by grant funds make their homes in the Presidio community and are likely to continue to do so. Due to Presidio's isolated location, it is difficult to attract and retain qualified candidates from outside the area.   |

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By the end of the 2018-2019 academic year, 90% of the 10 principal residents who are currently employed as teachers by Presidio ISD will be certified by the Texas State Board for Educator Certification as principals, preparing them to serve as high-performing assistant principals/principals in the district.

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark:

10 principal residents in Presidio ISD will be enrolled in a principal certification program/master's program.

10 principal residents will engage in authentic learning experiences in their LEAs as evidenced through observations by field supervisors and mentors, accompanied by feedback conferences.

**Measurable Progress (Cont.)****Second-Quarter Benchmark:**

10 principal residents will demonstrate successful progress based on transcripts and/or data such as field supervisor and mentor observations, reflections from coaching sessions, teacher surveys, active participation in training, and successful assignment completion.

10 Principal residents will engage in authentic learning experiences in Presidio ISD as evidenced through observations by field supervisors and mentors, accompanied by feedback conferences.

10 Principal Residents will report satisfaction with the EPP and mentor principal, noting that any issues that have arisen have been addressed expediently and effectively.

**Third-Quarter Benchmark:**

10 principal residents will demonstrate successful progress based on transcripts and/or data such as field supervisor and mentor observations, reflections from coaching sessions, teacher surveys, active participation in training, and successful assignment completion.

10 Principal residents will engage in authentic learning experiences in Presidio ISD as evidenced through observations by field supervisors and mentors, accompanied by feedback conferences.

10 Principal Residents will report satisfaction with the EPP and mentor principal, noting that any issues that have arisen have been addressed expediently and effectively.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The Federal Programs/Curriculum Director will serve as the project director of the Presidio ISD Principal Preparation Grant Program and will monitor all program activities and associated data including program-level and participant-level data. Data, including the TEA-mandated performance measures, will be collected and analyzed in quarterly program meetings with principals. The Federal Programs/Curriculum Director will also serve as the liaison with the Region 18 Teacher Certification Program. Principals will meet with participants quarterly to review progress and program effectiveness. The EPP contact will submit data regarding participant progress quarterly. Transcripts will be submitted for participants to evidence progress towards completion of their master's degree. Results will be disaggregated by campus and will be compared with region-wide performance. Results will be shared at principals' meetings where the successes and challenges of district initiatives are routinely shared, analyzed, and discussed. Plans and services for the Principal Preparation Grant Program will be adjusted to address programmatic issues as they arise.

Sustainability will be achieved through successful completion by the participants seeking principal certification and their commitment through an executed memorandum of understanding to remain in the district for at least four years. These participants will receive ongoing support from district instructional leaders and ESC-18 instructional specialists. Current employees of Presidio ISD have ties to the community and are representative of the diversity in their community.

**Statutory/Program Requirements**

1. The LEA must provide sustained and rigorous clinical learning in an authentic school setting and substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

In collaboration with the ESC-18 Principal Certification Program and the mentors assigned to principal residents, Presidio ISD will provide sustained and rigorous clinical learning experiences in an authentic school setting and substantial leadership responsibilities such as the ability to address and resolve significant problems and challenges in their assigned schools. Experiences will span five domains aligned to the Texas Principal Standards: Instructional Leadership; Human Capital; Executive Leadership; School Culture; and Strategic Operations. Examples of the authentic experiences in which principal residents will engage include:

1. Coaching a teacher who needs assistance in one or more areas impacting student performance.
2. Performing a curriculum audit for one subject to ensure all TEKS are addressed and vertically aligned.
3. Determining a common area of need based on teacher evaluations and creating and presenting a professional development plan to address that need.
4. Surveying parents to evaluate the effectiveness of the parent involvement program and designing a plan to better meet their needs in collaboration with appropriate school and district staff.
5. Assisting the campus leadership to create and implement the budget.
6. Collaborating with the site-based decision-making team to design and implement a plan to enhance teacher collaboration in vertical teams.
7. Leading a grade level/subject-area team in a PLC to review student work on a formative assessment designed to measure mastery of a TEK on which students have historically under-performed.
8. Reviewing student data in one subject in one grade level for the previous three years to identify trends in performance.
9. Reviewing the campus emergency plan compared to best practices to identify areas where improvement and/or additional training are needed. Collaborate with campus leadership to create and execute a plan.

In addition, each principal resident will design and conduct an action research project based on an area of identified need at their school.

These clinical experiences and multiple others woven throughout the program, will ensure the principal residents have opportunities, supported by coaching from mentors and faculty, to develop the skills to facilitate stakeholder's efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

**Statutory/Program Requirements (Cont.)**

2. The LEA must ensure that there is a systematic and informed targeted recruitment and selection process utilizing demonstrated criteria such as track record of measurable student achievement, evaluations/appraisals, interpersonal leadership, response to observations and feedback, and growth mindset to ensure quality of future principal pool. Plan for consideration of the following in LEA recruitment and selection strategy: degree to which the diversity of the residents mirrors that of the student population.

Principal residents were recruited and selected based on the following criteria:

1. Commitment, through a Memorandum of Understanding (MOU), to remain in the district for at least four years after completing their principal certification.
2. Demonstrated, positive results impacting student achievement in Presidio ISD.
3. Positive evaluation ratings.
4. Successful participation in school activities and teacher leadership opportunities
5. Recommendations from principals and colleagues.
6. Diversity reflecting that of the student population.
7. Ability/Willingness to travel to Midland for Region 18 coursework in the summer and on weekends.

3. The LEA must provide the name of the institution of higher education (IHE) or educator preparation program (EPP) providing principal preparation; the IHE's or EPP's scope and sequence that includes topics such as student culture routines, data-driven instruction, observation and feedback, team effectiveness, personal leadership, change management, and delivering effective professional development; and the IHE's or EPP's required reading and textbooks.

The educator preparation program (EPP) for this project is the ESC-18 Principal Certification Program. The scope and sequence is attached and addresses all Texas State Board of Educator Certification requirements, principal certification and exam domains. The scope spans the five domains aligned to the Texas Principal Standards: Instructional Leadership; Human Capital; Executive Leadership; School Culture; and Strategic Operations. ESC-18 partners with Walden University as an option for residents who are concurrently completing a master's degree and the principal certification.

Required readings include, but are not limited to Leveraging Leadership, Driven by Data, Get Better Faster, and Balanced Leadership.

**Statutory/Program Requirements (Cont.)**

4. The LEA must provide the IHE's or EPP's candidate evaluation process and metrics; IHE's or EPP's instructional coaching protocols such as the tools used during observations to identify the highest leverage action steps for the principal resident and the protocol the IHE or EPP uses to conduct feedback sessions.

The candidate evaluation process and metrics for the ESC-18 Principal Certification Program includes:

1. Field Based Performance Assessments aligned to Instructional Topics
2. An Action Research Project
3. Practicum Activities / Reflections
4. Online Book Studies - Discussion / Feedback / Responses
5. Field Supervisor On-site Observations / Coaching Visits
6. Site Supervisor Feedback

The instructional coaching protocol followed in the ESC-18 Principal Certification Program is modeled on the state appraisal system - Pre-Observation Conference, Observation, Post-Observation Conference, Feedback and Support, and Site Supervisor Visit.

**Statutory/Program Assurances**

☒ The LEA must assure that the principal preparation residency is at least one year in length.

The LEA must assure that partner IHE/EPP provides residents with certification; evidence-based coursework; opportunities

☒ to practice and be evaluated in a school setting; and in-person and on-site coaching and evaluation with a minimum of three visits per year.

☒ The LEA must assure that residents do not hold a principal certification in the state of Texas.

☒ The LEA must assure that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

☒ The LEA must assure that all participating residents, mentor principals, and an EPP representative managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute on or around June 6-8, 2018.

Total number of principal residents to be served (maximum 10 per LEA) 10

CDN or Vendor ID 189902

**Request for Grant Funds**

List all the allowable grant-related activities and other costs for which you are requesting to expend grant funds, along with the amount of grant funds you are requesting for each. The maximum grant amount you are awarded will not exceed the total you request. Before funds are awarded, you will be required to budget your planned expenditures by class/object code. In the list, group similar activities and costs, keeping salaries, contracts, computers, and other related expenses together.

| Description of Activity or Cost          | Amount Budgeted |
|--|-----------------|
| 1. EPP/Master's Degree Tuition and Books | 100,000         |
| 2. Mentor Stipends                       | 10,000          |
| 3. Travel to TEA Institute               | 10,500          |
| 4. Substitutes for Principal Interns     | 3,551           |
| 5. Certification Exams                   | 2,231           |
| 6. Indirect Costs (2.386%)               | 3,718           |
| 7.                                       |                 |
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| 25.                                      |                 |

Total grant award requested 130,000

## **Presidio ISD 2018-2019 Principal Preparation Grant Program**

### **Required Attachments**



## **Attachment #1**

### **Education Service Center, Region 18 Principal Certification Program**

#### **Scope and Sequence**

**Education Service Center, Region 18**  
**Principal Certification Program**  
**Scope and Sequence**

- Orientation / Program Expectations
- TTESS Training-Texas Teacher Evaluation & Support System Appraiser Training /Test
- AEL Training-Advancing Educational Leadership
- TPESS-Texas Principal Evaluation & Support System
- Texas Principal Standards / TExES Pre-Test
- Site Supervisor / Intern Training
- Vision / Culture / Ethics
- Legal Issues for Principals
- Understanding the Legal Framework for SPED (Best Practices, Inclusion, ARDs and Testing)
- Bilingual / ELL / LPAC/Federal Programs
- School Safety / Behavior Management / Discipline Strategies
- Mental Health, Bullying, and Reporting Procedures
- Data Analysis-Student Achievement / Campus Improvement Planning
- Instructional Coaching
- Human Resources / Budgeting
- Action Research Project

**\*Content Aligned to Texas Principal Standards: Instructional Leadership, Human Capital, Executive Leadership, School Culture, Strategic Operations**

## **Attachment #2**

**Education Service Center, Region 18 Principal Certification Program**

### **Course Syllabus**

## **Attachment #3**

**Education Service Center, Region 18 Principal Certification Program**

**Instructional Coaching Protocols**

**Education Service Center, Region 18**  
**Principal Certification Program**  
**Instructional Protocols**

The Instructional Coaching Protocol for the ESC – 18 Principal Certification Program follows the model used in our state appraisal system—Pre-Observation Conference, Observation, Post-Observation Conference, Feedback and Support, and Site Supervisor Visit. A minimum of 3 on-site observations are performed by ESC-18 field supervisors.

## Attachment #4

Education Service Center, Region 18 Principal Certification Program

Evaluation Process and Metrics

## Education Service Center, Region 18

### Principal Certification Program

#### Evaluation Process and Metrics

- **Field Based Performance Assessments aligned to Instructional Topics**
- **Action Research Project--** Title of Project (Project linked to student achievement, correlates of effective schools and research-based practices) b. Description of Project c. Problem(s) to be addressed d. Objective(s) of project e. How will this project fit into the long-term goal(s) of the school? f. Describe how you will handle the planning for this project. g. Describe how you will implement this project. h. Describe the measurement factors you will use to measure the success of this project. i. What tasks will you delegate to others? j. What kind of professional development will result from your accomplishing/attempting this project? k. Describe in which ways your mentor will help with this project?

**FORMATIVE** a. Title of Project (Project linked to student achievement, correlates of effective schools and research-based practices) b. Description of Project c. Problem(s) to be addressed d. Objective(s) of project e. Describe the measurement factors you are using to measure the success of this project. f. Describe any barriers or pitfalls you have encountered so far that impede the development or implementation of your project? g. What are some of the successes you have encountered so far? h. What results are you anticipating? i. What additional support can we provide?

**FINAL PROJECT** a. Title of Project b. Describe the measurement factors you used to measure the success of this project? c. What were the final results of the project?

- **Practicum Activities / Reflections**
- **Online Book Study Discussion / Feedback / Responses**
- **Field Supervisor Onsite Observations / Coaching Visits-activity based 45 minute observations**
- **Site Supervisor Feedback**
- **TExES Exam**